

TO: ADA University Committee
Faculty

FROM: Ray Bucko, S.J., Faculty Representative

SUBJECT: Survey of University Faculty

DATE: November 14, 2010

Fr. Bucko developed a short survey to send to the University faculty in order for him to better serve them as their elected faculty representative. The survey was approved by Dr. Thomas Coffee, President of the University Senate.

The survey was conducted using Vovici. The survey was opened and invitations sent on the morning of November 2, 2011. A second invitation was sent to those who had not yet responded on the morning of November 7, 2011. The survey closed on the morning of November 11, 2011. The eleven question survey offered responses of "yes", "no" or "abstain".

A listing of the 781 current faculty members was obtained from Human Resources and all were invited to participate. Thirty-seven percent (286) completed the survey. Fifty-six percent (435) did not respond to the survey invitation. Six percent (48) started the survey but did not complete it and 2% (12) chose the option of removing their name from the list and thus did not receive a second invitation.

Survey results follow:

92% (264) have never attended a Creighton ADA event.
88% (250) have never themselves needed a disability accommodation at Creighton.
79% (222) have never viewed the Creighton ADA webpage.
73% (208) indicated it would be helpful to receive occasional short reports on their representative's activities on the Creighton ADA committee.
72% (206) have dealt with someone at Creighton who had a need for a disability accommodation.
71% (203) did not know the name of their faculty representative on the ADA committee.
64% (182) indicated they need to know more about disability accommodations on the Creighton campus.
61% (174) do not consider themselves knowledgeable about ADA legislation.
56% (160) do not have disability accommodation information on their Creighton syllabi.
54% (152) indicated they need to learn more about the Americans with Disabilities Act
47% (150) do not know who to contact at Creighton if a disability accommodation is needed.

Faculty were invited to add additional information or express concerns. Forty-nine respondents commented. All comments are listed below but they can be summarized as follows: There was general affirmation of the work being done by the ADA Committee but a lot of criticism of access to Brandeis, Swanson, Hitchcock, Creighton Hall and Becker. Faculty also would like more information about accommodations, especially a contact name, and a statement that could be put in syllabi.

Specific comments follow:

Get a disabled lawyer on the committee.

Question about ADA legislation knowledge -- Somewhat would have been a good option to include

I work in the Brandeis Building. We have had several students with crutches express concern that they are not able to easily get into the building. There are stairs on the north and south side. There are stairs on the west side between Swanson and Brandeis. You cannot take the elevator in Swanson unless you find an RA who has the key to grant you access to the lower level. Additionally, the doors to our building are extremely heavy and students with crutches struggle to open them. If we ever did have a

student who required accommodations, I am afraid that we would fail miserably.
Thank you for your excellent work on this important issue.
Until now I have relied on things like email notification from the relevant CU office, and on students handing me the standard form in class. But the point is well taken about including CU disability accommodation info. in my syllabi. Is there a handy short paragraph available for this?
Not that I really want more email messages, but a once a semester update from the ADA committee on what they are doing, what they've accomplished, and what still needs to be accomplished would be welcome. This, along with a reminder about how to get basic ADA information on campus (with a link to the webpage) would be nice. In this way, disability issues and how Creighton is addressing them would be kept reasonably present in people's minds. Perhaps break that "news release" into different sections - for administration, for faculty & staff, for students - or have a different news release targeted for each group. There's my two cents worth - keep up the good work!
No suggestions, just a thank you for doing this work. Creighton is not a very accommodating place for persons with disabilities, and I discovered this the hard way, so am grateful for the opportunity to be brought up to speed.
This Y/N survey is very good, but could I offer a little more information from my perspective. I have dealt intimately with ADA with my own child, so I know the general setting of the ADA, but I do not know the exact details as it applies to every setting. I think it is important to be aware of a general overview of the ADA, but not the details until a need arises. It is important to know who to contact when a need arises. I would like reports from my representative, but not too frequent.
Suggest a one page summary of ADA overall activities, representatives, etc.
This is an excellent survey, which brings my attention to this important effort. Thank you!
Thank you. Perhaps we can include parking spaces and other accommodations for those who are pregnant.
Rather than learning about ADA, I prefer to know where resources are that I can access when I need to know about ADA requirements. Sort of a JIT (just in time) approach.
There are buildings on campus with terrible ADA compliance, Hitchcock, Creighton Hall, Becker, etc that really need to be looked at in depth.
I did not realize we had a committee or representative. It would be nice to let the faculty and staff know about what the function and chain of command is.
I am aware of the act itself. I have had few students with pronounced physical disabilities. However, maybe 5 years ago, I did have one young woman who was in a wheelchair who did not find our campus "up to standard" regarding her capacity to get around--at least not at that time. I appreciate Father Bucko's hard and good work in this and every context.
It would be good to always get a current list of the committee members each year so we know who to contact with issues/questions beyond Lennis Pederson.
I think this survey was a good idea. Thank you.
Other than dealing with Denise LeClair in the student office of learning disabilities, I know very little about this and am somewhat embarrassed to admit this.
I would like more information about the supports available for the increasing number of students with Asperger's Syndrome and autism who are part of our learning community.
I definitely would like more information--via Bluejay daily newsletter, noon seminars, 'first person' stories, etc.
I am new to Creighton - only 2 weeks here, so I have not received any orientation to this here and I'm not teaching any courses so the syllabus question is not applicable.
Our accommodations for the disabled are not good and, from my vantage point, consist primarily of providing parking space in the faculty lots. We have very few wheel chair bound students, staff and faculty. One of the factors contributing to this is poor accommodations, in my judgment.
Perhaps new faculty orientation could provide a short presentation regarding ADA issues for people new to Creighton. Moreover, perhaps each department should be required to have a short orientation for their faculty once a year regarding ADA issues, especially with topics regarding students.
While I haven't personally required disability accommodations from Creighton (yet, anyway!), I strongly feel that I (and really, all members of the CU community!) often benefit from accommodations like wheelchair ramps and automatic doors (such as when I'm pushing a cart or a stroller or have my arms full of books!). These accommodations are just a couple of quick examples. But I think it's worth stressing to administration that increasing accessibility is a good thing all around. It shouldn't be viewed

as a "cost," but rather an investment that also happens to benefit just about everyone.
please help educate campus members about ADA rights, the wide variety of "disabilities" including those that are "invisible." Thanks for all you do on behalf of social justice.
I recognize the importance of the ADA but do not feel a need to become familiar with the details of the policies, etc, till the need arises.
Thank you!
Greater visibility for ADA on campus would certainly be helpful!
On the sidewalk between the west door of the Old Gym and Markoe Hall, there is a low spot where ice accumulates in the winter. This makes it very treacherous to walk there, especially for those with disabilities. However, now that Student Support Services has been moved to Harper, there aren't as many disabled students trying to get to Markoe Hall as there once were. One wonders if they will be back again when COBA displaces the SSS Office in Harper.
Updates on campus modifications, etc.
If it doesn't already exist, provide a standard ADA clause template for syllabi. We should collect all such templates on a college shared drive to make our syllabi sparkle.
I teach pharmacy students in the Brandeis Lab...the former campus bookstore. We currently have a couple students who could benefit from some simple access accomodations, such as an automatic door opener and ramp access to the lab. One student is on crutches, and the other has chronic mobility issues. If we ever have a student or faculty in a wheelchair, we'll have real difficulty getting that individual into the lab. I don't know if this is the proper venue in which to address this issue, but the lab faculty have some concerns.
Great survey, Ray. Its been needed for a while.
None. Thank you for your service.
Many students I teach are online. I have received no information about how they are served by the Accommodations Office when I refer students there. I'd like to know more about what they can and cannot do for online students. We tend to have a physicalist conception of disabilities and this places students with behavioral, emotional, or mental health disabilities at a disadvantage. These students can be extremely disruptive in online and onsite learning environments. It might be helpful if the Accommodations Office did outreach directly to students who need services *before* they matriculate. I hope this is helpful.
I appreciate you asking for suggestions. We need a master map of how wheelchair bound people can get to various levels for various buildings. It can be quite complicated especially the transition from the Criss, Hixon-Lied to the Business School into the Reinart Library. Also for Brandeis. A colored map with elevators and directional maps would be helpful. Also the sidewalk under the freeways needs to be cleaned regularly (weekly) by facilities management because the city rarely does it. There are hundreds of students that go between the Criss and the Boyne/BIC classrooms and when it rains the dirt and glass mix to cause a safety issue to disabled walking with canes. When it snows, the cars that park under the bridge cause the area not have snow removed and then students and disabled have to dodge "black ice" mixed with cigarette butts, glass, trash and mud. It is dangerous and in the 15 years that I have been here, nothing has been done even though other parts of the campus are beautified and made safe. I do thank the University for finally removing the dangerous brick sidewalk from Burt Street up to the Boyne Building and the Health Sciences Library. A number of people have been injured on that sidewalk and now it have been properly redone in flat concrete which allows canes and wheelchairs. Great! However the concrete stairs to the Health Science Library have not been repaired and I know of one person that fell and did hit her head. Also, there is a handicapped library employee with a cane that has to navigate the unsafe areas around the library.
Updates on any changes in the laws would be helpful. Give us suggestions for how to word any ADA statement in our syllabi so as not to offend any of our students.
Nice survey and good reminder for us to become more familiar with the topic.
This is my first semester here, and no students have approached me about disability accommodation. I feel adequately supported in my department. So, if I have a need to find out more about this, I'm comfortable asking for help. I also have found the Creighton website helpful in other matters and have confidence that it would be useful for me to discover more information in this case, too. Because I'm new here, I don't have any suggestions but appreciate that you're seeking feedback.

Please visit the various restrooms at Harper. ADA sticker on the door but only one floor has an automatic opener for the door -- others you have to manually open the door
Giving exams is a pain. There is little or no supervision, getting the exams back in a reasonable fashion does not happen. Security for the exams is unknown, so hesitation to send electronically/FAX is problematic.
I know some things about the ADA but not enough. This isn't the fault of the committee or the representative. I just haven't taken the time, though I do highlight the issue in all my syllabi.
I haven't had to address ADA with my students or in the course of my work.
I understand the Center for Health Policy and Ethics is NOT a handicap accessible building.
Thank you very much for this much-needed survey.
I'd rather get one piece summarizing what I need to know about ADA at Creighton. A monthly report would become just one more email clogging my box and I probably would delete it unread like I do many things. My own disability was temporary and sensitized me to how difficulty this campus is if you are on a walker or on crutches.
If we were to receive an email with text that can be placed in our syllabus with contact information given typical student ADA concerns, I would place it in my syllabus.
More info for accommodation for students with ADHD, particularly for testing, but also for things like project work and presentations. The UCLA HERI annual freshman survey asked about disabilities for the first time ever this year and something like 5% of entering freshmen self-identify as having ADHD. They come to college with accommodation expectations that have been set by their K-12 experiences and I do not think Creighton does a very good job in this area.
Some sort of either 2-4 year about ADA committee activity and any changes in ADA Federal regulations